Governor Support Service
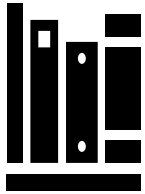
Headteacher's Performance Management

Rory McCormack

6ʰ July 2022

Session Objectives

- ✓ To be equipped to fulfil your role as a member of the Headteacher's Appraisal panel

- ✓ To explore what might be clear, appropriate & challenging objectives which contribute to improving the school's educational provision

- ✓ To discuss the evidence available to inform the review process

- ✓ To support the analysis of the key data available

+ 1 nugget………

Not this kind…….

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Performance Appraisal is <u>statutory</u> in maintained schools

National College for
Teaching & Leadership

"Good governance is at the heart of effective headteacher performance management (PM). Conversely, ineffective headteacher PM may be a symptom of ineffective governance."

Effectively Managing Headteacher Performance, Jan 2014

Ofsted

"Inspectors consider whether governors performance manage the headteacher rigorously"

Inspection Handbook 2015

Governance Handbook – latest update

Department for Education

Governance handbook

Academy trusts and maintained schools

October 2020

6.6.6 Teacher and executive school leadership appraisal – paras 126 – 130: pp. 94 - 96.

Why Appraisal?

- ✓ Raise standards

- ✓ Increase job satisfaction

- ✓ Develop professionalism and expertise

- ✓ Focus and enable career development

- ✓ Address underperformance

2. Roles & Responsibilities

The Governing Body

- ✓ agree & review impact of Appraisal Policy

- ✓ Agree & review CPD, Pay policies (appeals)

- ✓ appoint 2 or 3 reviewers for head's appraisal

- ✓ appoint External Adviser (EA)

- ✓ quality assure head's planning statement

- ✓ pay decisions – often delegated to Pay Committee

- ✓ ensure appraisal is improving the school

Head's Annual Report on Appraisal

- % planning/review meetings completed
- impact on teaching, L & M, pupil outcomes
- staff deployment
- CPD – leaders, staff, governors + impact
- Quality of teaching - % Good or better
- any underperformance – how dealt with
- how good practice shared

The External Adviser

- Educational professional e.g. consultant, LA adviser, ex or serving HT (not local)

- HT can request change

- Reasons in writing if request denied

The Role of Governors

Role allocation

Staff or teachers within the school cannot be part of HT PM	2-3 Governor reviewers	Optional quality assurance of PM process for HT	Pay committee	Appeals committee

← Governing Body →
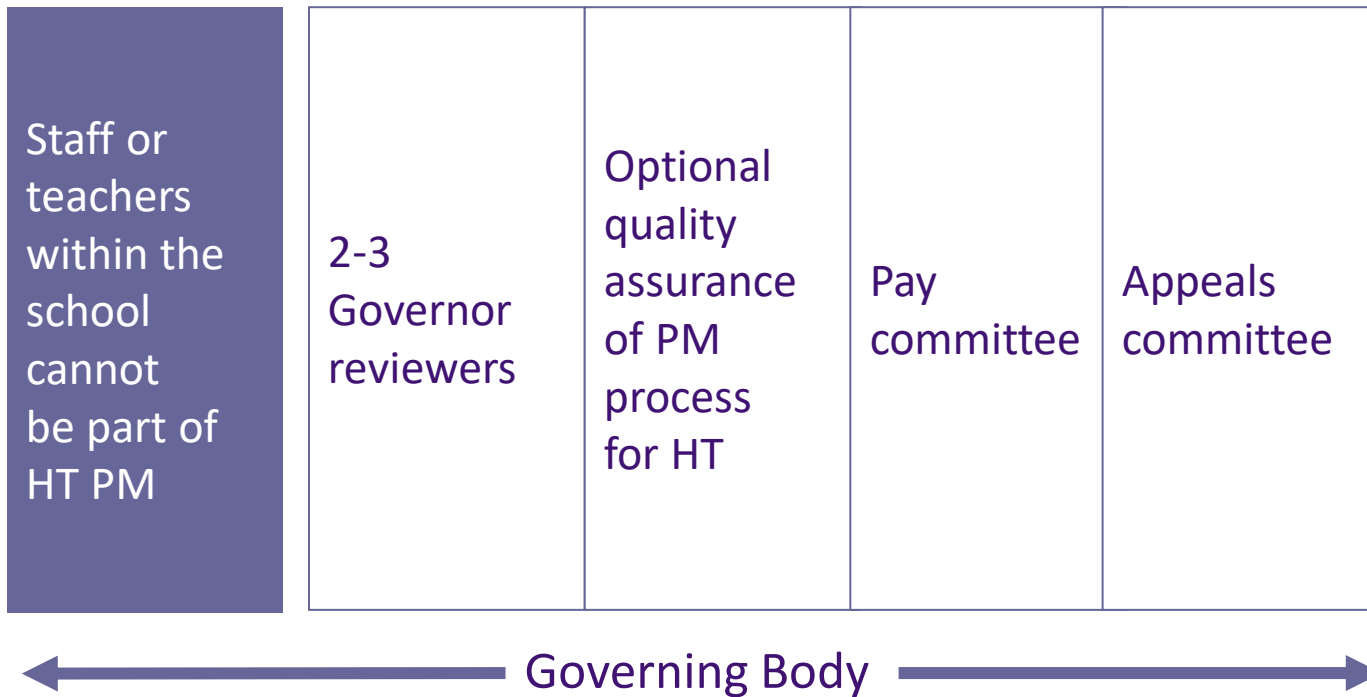
The Role of Governor Reviewers

Prior to review meeting:

- Evidence read by Head, External Adviser (EA), panel members e.g. SDP, data, external reviews, reports

- Pre-meeting – EA with Head

- Pre-meeting – EA with governors

The Role of Governor Reviewers

At the review meeting:

1. Decide how head has performed during last cycle

2. Decide to what extent objectives met

3. Agree new objectives

4. Agree professional development

5. Set up arrangements for in-year monitoring

6. Make a recommendation on HT's pay

3. The Appraisal Process

Planning
- Objectives set
- Evidence collection agreed
- Performance criteria for the above set
- Support, training and development agreed
- Timescales set

Monitoring & Supporting
- Monitoring of performance throughout the cycle
- Provision of agreed support
- Evidence collection
- Ongoing professional dialogue

Reviewing
- Overall assessment of individual's progress against the performance criteria
- Recommendations for pay progression made
- No surprises

4. The Planning & Review meeting

- Collaborative process

- Active dialogue

Reviewing last appraisal cycle

- reflect on achievements in last cycle

- identify barriers that may have affected performance

- consider issues re planned support

- reflect how far each agreed performance objective has been met e.g. exceeded, fully, partially, not met

Outcome of review

- ✓ shared understanding of progress made towards meeting performance criteria

- ✓ barriers identified that might have impeded performance

- ✓ agreed assessment of overall performance

- ✓ made pay recommendation

Considering future developments

- Consider what to achieve in the next cycle

- Identify professional development required

- Consider professional aspirations

Questions for Governors OFSTED

- How are governors involved in the Headteacher's performance management and how is it reviewed? Where does the external adviser come from and how do you quality assure the adviser?
- What is the performance management structure in school?
- What impact does performance management have in the school?
- Is there a connection between teachers targets & Head's targets?

Choose a question to discuss and answer

5. Setting the Objectives

Concise

Measurable

Challenging

Realistic

SMART

Specific

Measurable
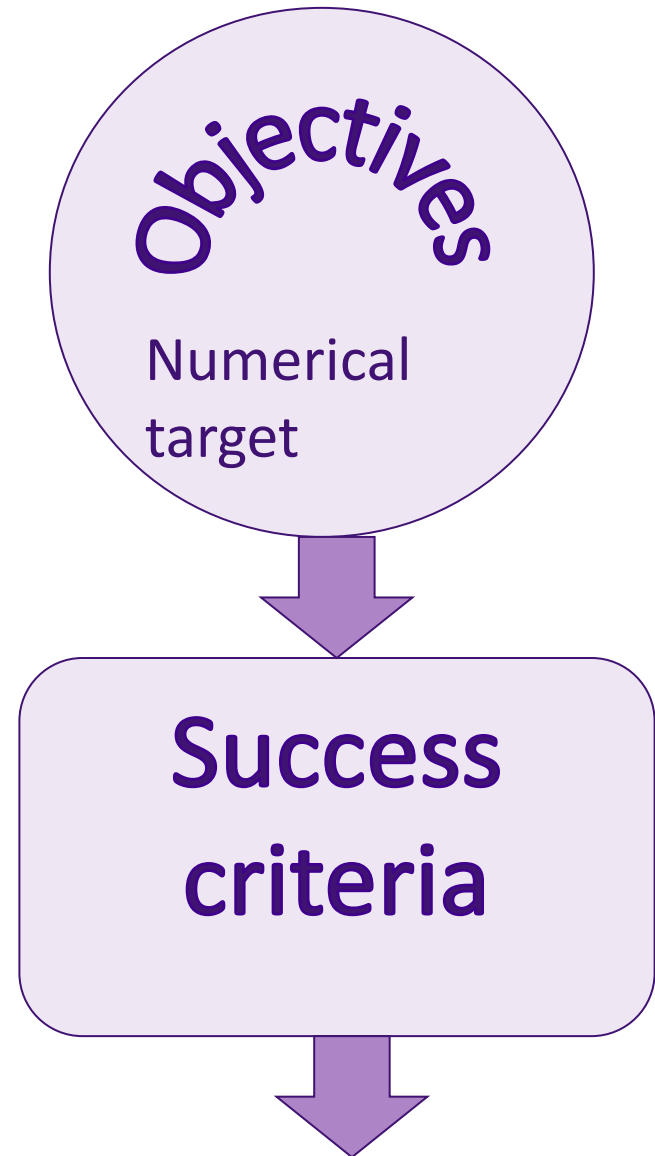
Achievable

Relevant

Time limited

5. Setting the Objectives

Objective:

What change do we want to bring about?

Do we need to set a statistical target?

How will we know the objective has been met?

Objectives

Numerical target

Success criteria

Standards of Excellence for Headteacher

- **Can** be used to inform the appraisal of headteachers –not a set of standards to assess performance against
- Maybe used a a starting point for the identification of objectives for the next stage of the school's journey

6. Professional Development

- Leadership programmes

- Specific skills

- Management skills

- Wider professional qualifications

- Networking/shadowing

Retaining headteachers!

- Exciting professional development

- Learn new skills

- Opportunities to share expertise

- Work life balance

- Working a day at home

7. The Appraisal Review Statement

- objectives for the cycle ahead

- any support to help meet performance criteria

- training and development needs

10 features of effective performance management

Effective Performance Management....

is integrated with the school improvement plan;

has a secure annual cycle of objective-setting and review together with interim monitoring;

is underpinned by sound relationships, characterised by openness, trust and integrity, among all those involved;

involves the setting of meaningful and challenging but achievable objectives for the headteacher;

strikes an appropriate balance between internal and external accountability, development and reward;

10 features of effective performance management

makes use of a wide variety of data from a range of sources to inform and underpin decision-making;

is evaluated and adapted over time to meet evolving requirements of individual circumstances and shifting organisational needs within the dynamic context of governance;

is appropriate for the stage of development of the school and the headteacher;

is viewed as part of an ongoing and wider process of working with the headteacher and all members of staff to ensure high levels of performance;

and is integral to the development of overall governing body capacity to meet the needs of the school.

Setting SMART Targets

SPECIFIC

MEASURABLE

ACHIEVABLE
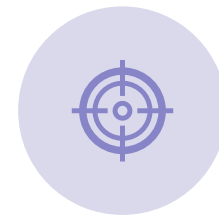
REALISTIC *(AND RELEVANT)*

TIME-BOUND

Suggested process for setting SMART objectives

- **Step 1:** Reviewer and reviewee discuss how the school's improvement priorities relate to the work of the reviewee and what that means for the reviewee's objectives.
- **Step 2:** Apply the 'M' test. How will we know when the objective has been achieved? It is often easier to begin with the measurability test because the most important consideration is how the reviewer/reviewee will know that the objective has been achieved.
- **Step 3:** Apply the 'A' test. Is the measurable objective 'challenging but achievable' and does it reflect the need for a satisfactory work/life balance?
- **Step 4:** Apply the 'R' test. It is achievable, but are the objectives realistic and relevant as a whole?
- **Step 5:** Apply the 'S' and 'T' tests. The objective is specific because everyone involved can understand it. It is time bound when the objective states when it will be achieved.
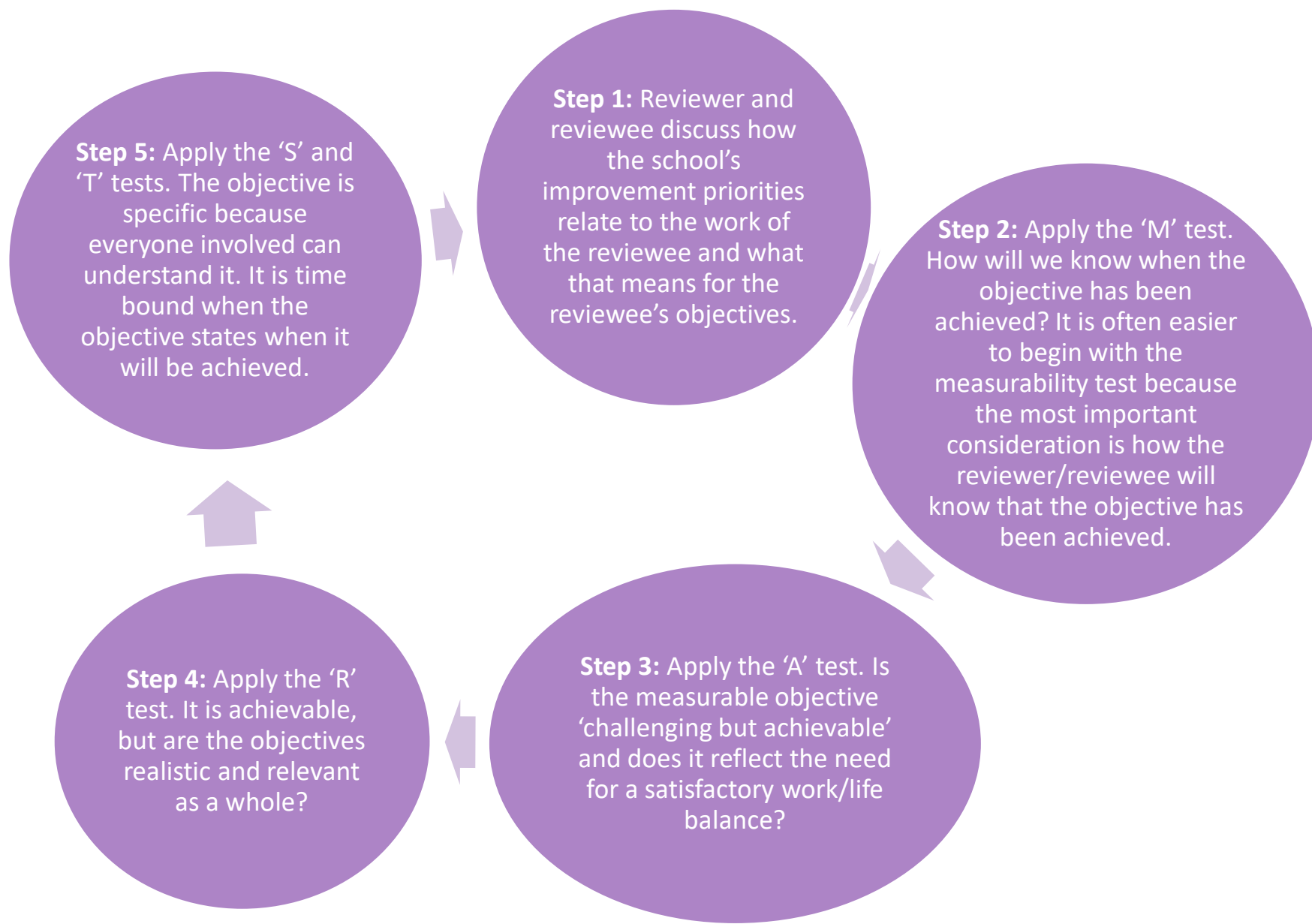
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Step 4: Apply the 'R' test. It is achievable, but are the objectives realistic and relevant as a whole?

Step 5: Apply the 'S' and 'T' tests. The objective is specific because everyone involved can understand it. It is time bound when the objective states when it will be achieved.

Handout 4 - Some questions to ask:

1. Was the objective clear enough to judge whether the outcome was successful? Were some success criteria needed?
2. Did the objective take account of the fact that pupil cohorts vary? Was the objective set in relations to predictions about pupils' attainment?
3. Can you tell if appropriate action was taken by the headteacher to bring about the desired change?
4. Was the objective too challenging or too easy?

If you had difficulty judging whether these objectives were met or not, bear in mind the points raised by the above questions in your own review meeting. Is it clear what is expected? Are there some success criteria to help judge the result? Is the objective based on analysis and predictions?

Objective	SMART Y/N?	If unSMART, why?
To reduce inappropriate use of resources in factory X by 50 per cent by 2016		
By 1.4.16, increase attendance at Neighbourhood Watch meetings by 30 per cent		
To improve staff satisfaction ratings significantly by the end of the next financial year		
By next year, eliminate reports of anti-social behaviour in region Y		

Objective	SMART Y/N?	If unSMART, why?
To reduce inappropriate use of resources in factory X by 50 per cent by 2016	N	*No indication is given of what is an 'inappropriate use of resources'. The objective fails the 'S' test.* *No indication is given of how we will know that the objective has been achieved. The objective fails the 'M' test.*
By 1.4.16, increase attendance at Neighbourhood Watch meetings by 30 per cent	Y	
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To improve staff satisfaction ratings significantly by the end of the next financial year	N	*This objective may be measurable through a staff satisfaction survey but it is not specific – what is meant by 'improve significantly'?*
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8. Making a Pay Recommendation

STPCD criteria:

"……there has been a sustained high quality of performance by the headteacher having regard to the performance objectives agreed."

The Domains

The *National Standards of Excellence for Headteachers* are set out in domains:

- **Domains**
- The ethics and professional conduct section is at the core of the standards. This outlines the ethics and professional conduct expected of headteachers. It consists of statements that define the behaviour and attitudes which should be expected of headteachers.
- The standards in section 2 cover interlinked domains of the headteacher's role all underpinned by the governance and accountability domain.
- **Culture and ethos**
- school culture
- behaviour
- professional development
- **Curriculum and teaching**
- teaching
- curriculum and assessment
- additional and special educational needs
- **Organisational effectiveness**
- organisational management
- school improvement
- working in partnership[

Guidance

Headteachers' standards 2020

Updated 13 October 2020

Applies to England

Contents
Introduction
Section 1: Ethics and professional conduct
Section 2: Headteachers' standards
How the standards apply to different leadership roles
Resources

🖨 Print this page

Introduction

Headteachers are leading professionals and role models for the communities they serve. Their leadership is a significant factor in ensuring high quality teaching and achievement in schools[footnote 12] and a positive and enriching experience of education for pupils[footnote 8]. Together with those responsible for governance[footnote 5], they are custodians of the nation's schools.

Parents[footnote 6] and the wider public rightly hold high expectations of headteachers, given their influential position leading the teaching profession and on the young people who are their responsibility. The headteachers' standards set out how headteachers meet these high expectations. The standards are an important benchmark not only for headteachers and those who hold headteachers to account, but also for those who train and develop school leaders.

These standards replace the national standards of excellence for headteachers 2015. They are non-statutory and intended as guidance to be interpreted in the context of each individual headteacher and school. They are designed to be relevant to all headteachers.

The standards can be used to:

- shape headteachers' own practice and professional development, within and beyond the school
- support the recruitment and appointment of headteachers, including the development of job descriptions and person specifications
- underpin frameworks for the training of school leaders, including current and aspiring headteachers
- inform the performance management of headteachers

9. In-year Monitoring

How and when is it going to take place?

Who is going to do it?

Use of 2022 data

Primary accountability measures - update

Measures for the 2021 to 2022 academic year

June 2022

"We are clear that the 2021/22 data *should be used cautiously* this year and as an insight into school performance alongside other sources of information, including speaking directly to schools...."

Primary Accountability measures: DfE: June 2022, p.3

Further information

DfE: *Teacher Appraisal & Capability* – May 2012 – updated March 2019

https://www.gov.uk/government/publications/teacher-appraisal-and-capability-model-policy

DfE:Headteacher Performance: effective management: April 2014

https://www.gov.uk/government/publications/headteacher-performance-effective-management

National College: *Effectively Managing Headteacher Performance* – January 2014

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/307363/HTPM_research_brief.pdf

NGA Briefing Note 4: *Governors and Staff Performance: Dec 2015*

https://www.nga.org.uk/getmedia/22bdb940-3af9-4085-a07d-873e2323ff22/Knowing-your-schools-Governors-and-staffing-Dec-15-final-1.pdf

The Key for School Governors: Oct 2018

https://schoolgovernors.thekeysupport.com/school-staff/headteacher-appraisal-pay-wellbeing/headteacher-performance-appraisal/headteacher-appraisal-statutory-requirements/

Facilitator's e-mail: rorymccormack75@gmail.com

What have I learned this evening?

1. What difference will this make to the way I work as a Governor?
2. What do I think now of our systems, processes and procedures in the light of this training?
3. How will you change your practice?
4. What support do you still need?

What was yours?

So what are you going to do when you get back to the Governing Body?

**Governor Support Service Ltd
Based in Hillingdon and
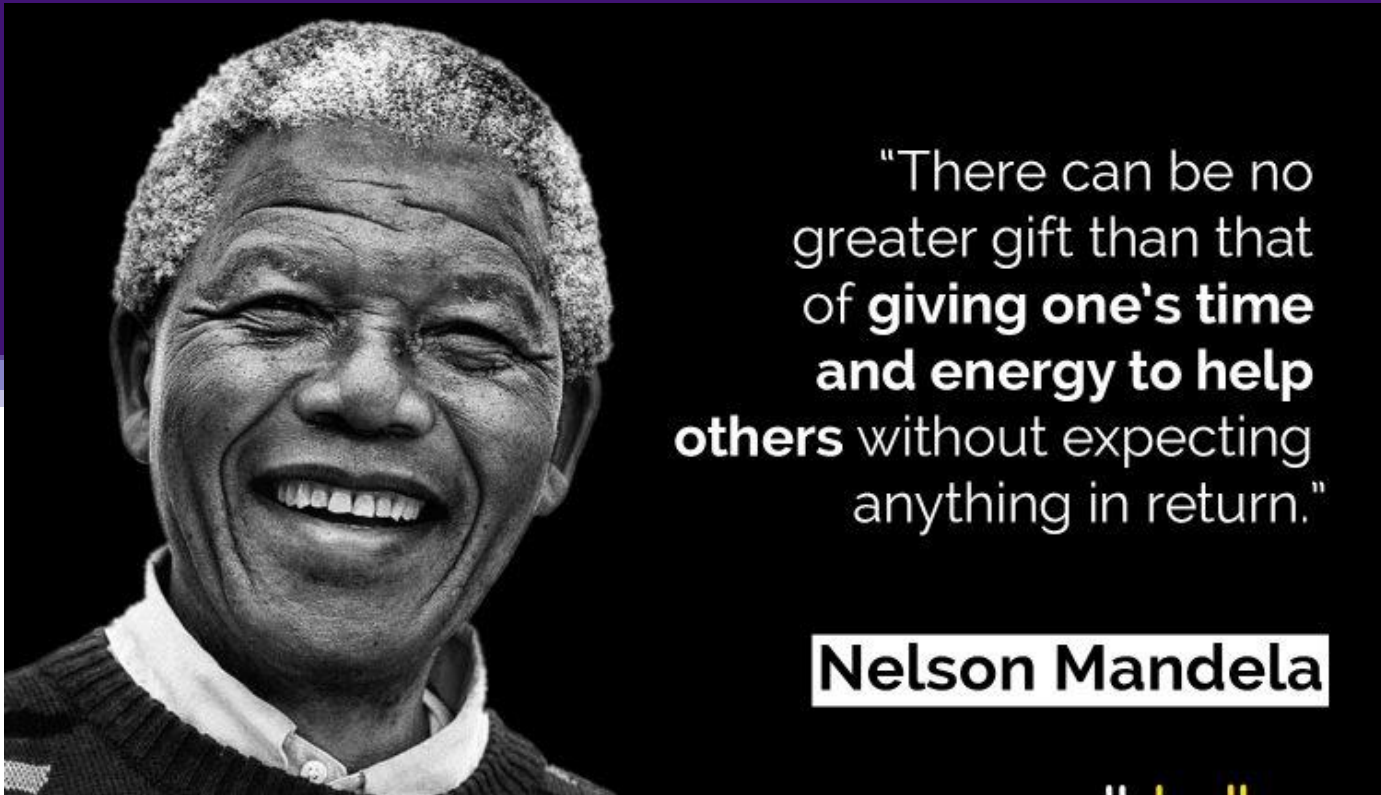supporting governors and clerks
throughout the borough and beyond**

Email: office@governor.support

Phone: 01895 717321

Website: www.governor.support

In summary....

Thank you.........................